

Glossary of Terms

Related to the Iowa Alternate Assessment Rating Scale Terms

Student Response Modes during instruction & assessment must allow the student:

- To demonstrate the skills
- Be as independent as possible
- Maintain the integrity of the verbs used in the rating scale items

Throughout this document, when the student is expected to communicate, be aware that s/he may use a variety of communication forms; including speech, print, braille, sign, tactile symbols, object symbols, body movements, gestures, vocalizations, facial expressions, etc. Student response mode may be supported through partner assisted scanning.

Term	Operational Definitions	Instructional Description
Apply	Show connection or relationship of concept to a task or activity.	<ul style="list-style-type: none">• Requires prior knowledge. Student has had instruction/ and or access/ exposure/assessment of concept/skill and applies what they have been taught before.• Student knows when to use it.
Analyze	To examine; to break down into parts and study (as in a subject).	<ul style="list-style-type: none">• Requires prior knowledge. Student has had instruction/ and or access/ exposure/assessment of concept/skill and applies what they have been taught before.• Students will break down concepts into parts; compare and contrast the parts; examine and determine relationships.
Classify	To put into categories.	<ul style="list-style-type: none">• Use graphic organizers and other comprehension instructional strategies adapted to learner characteristics (for example, using real objects and/or symbols understood by the student).• Matching is not considered a classifying activity.

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Term	Operational Definitions	Instructional Description
Compare	To show how things are similar.	<ul style="list-style-type: none"> Look at (visually or tactually examine/explore) two or more items/objects/words/concepts/and (either demonstrate an understanding of “sameness” or) communicate similar attributes/characteristics. Be able to explain how they are similar (or demonstrate that they are similar).
Describe	To give a representation of.	<ul style="list-style-type: none"> Communicate or demonstrate specific information related to items/objects/words/concepts.
Differentiate	To understand or point out the difference between two or more items-must show consistency over repeated trials.	<ul style="list-style-type: none"> Look at (inspect) (visually or tactually examine/explore) two or more items/objects/words/concepts/and communicate (or demonstrate differentiation) different attributes/characteristics. Be able to explain (or demonstrate) how they are different.
Draw Conclusions	A judgment is made after considering the entire information read or given activity.	<ul style="list-style-type: none"> Student can use the following strategies in helping draw conclusions: <ul style="list-style-type: none"> Look at (or review) clues in a story. Make connection between pieces of information. Think about what they know from past experiences. Decide if what they know applies to the story or other activity. Consider information that is not directly stated. Use all of what they know to draw a conclusion.
Estimates	A guess or prediction is made to gauge correct answer.	<ul style="list-style-type: none"> Student could answer questions such as, “How many are there?” without counting (by referring to a visual representation, a tactual diagram, or a set of real objects).

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Explain	To make plain and comprehensible; to define; to serve as a reason or cause or justification of.	<ul style="list-style-type: none"> Student states, tells, asks, orders, demonstrates or gives reasons for, in order to inform others.
Identify	Singling out the “one” that is named, described, or requested	<ul style="list-style-type: none"> Student will name or communicate yes/no through a variety of communication forms when presented with choices one at a time and being asked “Is this the ____?” Matching is not considered an identification activity.
Indicate	To show or point out.	<ul style="list-style-type: none"> Student must show through some action or signal that they receptively understand the meaning of request/question or that they are expressively communicating a request/ask a question.
Interpret	To know and understand the nature and meaning of.	<ul style="list-style-type: none"> Student can tell, re-explain, demonstrate and/or give an example of items/ objects/ words/concepts.
Labels	To assign a name or title to.	<ul style="list-style-type: none"> Students can label by telling, describing, demonstrating or otherwise indicating a name or label to an object, concept, or category.
Matches	Putting objects or items together in a one-to-one pairing; should be evaluated as a total task rather than one object at a time	<ul style="list-style-type: none"> Student pairs two like or related items/objects/words/concepts either verbally, physically, or visually
Recognizes	Acknowledges a single object, item, individual, idea when presented to the student	<ul style="list-style-type: none"> Student can recall the identity of (a person or thing or activity). Requires prior knowledge. Student has had instruction/ and or access/ exposure/assessment of concept/skill and indicates a recognition of that past experience/exposure).

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Responds to	To answer (communicate); reacting to stimuli	<ul style="list-style-type: none">• Student is actively engaged within a task or activity.• Student must demonstrate communication/communicative intent within an instructional activity.
States Purpose	Communicate the goal or reason of an activity.	<ul style="list-style-type: none">• Student answers a why or what question; communicates what the intended object/concept/activity is used for.
Selects	Choose, pick, and indicates a preference from among possible or reasonable answers.	<ul style="list-style-type: none">• Student makes reasonable decision on own; use information from personal knowledge of topics or from a wide array of materials when making decisions.• Matching is not considered a selection activity.
Specify	To name or state explicitly or in detail	<ul style="list-style-type: none">• Student names, states clearly, choose, or select items/objects/words related specifically to concept/activity.